University of Alberta Library
0 1620 3448622 3

Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 4A

Module 4

Unravel the Making of Canada

Alberta Education

Grade 5 Social Studies
Module 4: Unravel the Making of Canada
Home Instructor's Guide and Assignment Booklet 4A
ISBN 978-0-7741-2946-6

Cover Art: *compass, globe, and airplane* Image Club ArtRoom/Getty Images *maple leaf* © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2007, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

UNIVERSITY LIBRARY

Table of Contents

Module 4: Unravel the Making of Canada 4

Overview 4

Field Trips and Speakers 4

Supplemental Reading 5

Additional Materials 5

Chapter Summaries

- Chapter 1: The Contest and Departure 6
- Chapter 2: Arrival in Canada 7
- Chapter 3: Exploring the Museum of Civilization 8
- Chapter 4: The Algonquin and the Haudenosaunee First Nations 8
- Chapter 5: A Cultural Attraction 8
- Chapter 6: Unique Cultures 9
- Chapter 7: Stories and More 9
- Chapter 8: Parliament Hill 10

Module 4: Unravel the Making of Canada

Overview

In Module 4 your student is introduced to three young people from India. The children from India have won trips to Canada. They will travel to Ottawa, Toronto, and Manitoba. As they travel throughout central Canada, they learn about the geography, history, and identity of Canadians.

Module 4 highlights early Canadian history. Through stories, conversations, and field trips, the student learns about some First Nations people who lived in Ontario and about the Europeans who came to Canada. Canadian Confederation is discussed, and the student learns how the country was established.

Assessment

This is how the marks for Module 4 are distributed:

Assignment Booklet 4A	
Chapter 1 Assignment	10 marks
Chapter 2 Assignment	12 marks
Chapter 5 Assignment	10 marks
Chapter 6 Assignment	14 marks
Chapter 7 Assignment	6 marks
Chapter 8 Assignment	15 marks
Total	67 marks
Assignment Booklet 4B	
Chapter 9 Assignment	12 marks
Chapter 10 Assignment	10 marks
Chapter 11 Assignment	10 marks
Chapter 13 Assignment	9 marks
Chapter 14 Assignment	9 marks
Chapter 15 Assignment	15 marks
Total	65 marks

Field Trips and Speakers

The following are suggested field trips for Module 4:

- Visit the Royal Alberta Museum and Archives of Alberta in Edmonton for information about the First Nations peoples of Ontario and Confederation.
- Visit the Glenbow Museum in Calgary for information about First Nations peoples of Ontario and Confederation.

Arrange for guest speakers such as the following:

- anyone of First Nations descent from Ontario or with knowledge about First Nations peoples of Ontario
- someone with knowledge about Confederation
- anyone with knowledge about the Canadian flag debate
- someone you know who recently visited or has lived in Ottawa or the surrounding area to share photographs and recollections

Supplemental Reading

Gather factual books and stories of the Algonquin nations (the Anishinabé or Ojibwe; the Nehiyawak or Cree; and the Odawa) and the Haudenosaunee nations. Also find books on the early history of Canada and Canadian Confederation. The books below may be available at your local library. Check with the reference librarian at your library for additional recommendations.

- *A Nation's First Steps*, by Douglas Baldwin, Weigl Educational Publishers, 2003.
- *Rebellion and Union in the Canadas*, by Douglas Baldwin, Weigl Educational Publishers, 2003.
- *That's Very Canadian!*, by Vivien Bowers, Maple Tree Press, 2004.
- *My First History of Canada*, by Donalda Dickie, Red Leaf Press, revised and updated edition, 1996.
- *The Birch Bark House*, by Louise Erdrich, Hyperion, 1999.
- *The Iroquois: The Six Nation Confederacy*, by Mary Englar, Bridgestone Books, 2003.
- *Let's Call it Canada*, by Susan Hughes, Maple Tree Press, 2003.
- *Life in a Longhouse Village*, by Bobbie Kalman, Crabtree Publishing Company, 2001.
- *Nations of the Western Great Lakes*, by Kathryn Smithyman, Crabtree Publishing Company, 2003.
- *The Ojibwa Indians*, by Bill Lund, Bridgestone/Capstone, 1997.
- *Unusual Hero's: Canada's Prime Ministers and Fathers of Confederation*, by Shane Peacock, Puffin Canada, 2002.
- *People of the Longhouse*, by Jillian and Robin Ridington, Douglas and Mclntyre, 1982.
- *Building Canada*, by Bonnie Shemie, Tundra Books, 2001.
- *Jingle Dancer*, by Cynthia Leitich Smith, Morrow Junior Books, 2000.
- *Confederation*, by Ted Staunton, Formac Publishing, 2004.
- *Life in an Anishinabé Camp*, by Niki Walker, Crabtree Publishing Company, 2003.

Additional Materials

The following audio-visual resources would be useful for this module:

- videos
  - *Checkin' Out the Capital—Ottawa, Ontario*
  - *The Spirit of the Manitou—Manitoulin Island, Ontario*
  - *1867 And After* from the National Film Board
  - *French Explorers* from the Access series "Explorers of the World"
  - *The Man, the Snake, and the Fox* (an Anishinabé legend)
  - *Pow Wow* from the Access series "Holidays for Children"
  - *Canada: A People's History* from CBC

- the Access series "Indians of North America"
  - *A History of Native Americans*
  - *The Huron*
  - *The Iroquois*
  - *The Potawatomi*

Websites

The following websites may provide useful information:

- *The Atlas of Canada*
  http://atlas.nrcan.gc.ca/site/english/index.html (Click on "Reference Maps.")

- *Origins of Canada's Geographical Names*
  http://geonames.nrcan.gc.ca/education/index_e.php

- *The Canadian Encyclopedia*
  http://www.thecanadianencylopedia.com

- *Mille Lacs Band of Ojibwe*
  http://www.millelacsojibwe.org

- *Library and Archives Canada*
  http://www.collectionscanada.ca

- *Indigenous People's Literature*
  http://www.indians.org/Resource/natlit/natlit.html

- *Confederation for Kids*
  http://www.collectionscanada.ca/confederation/kids/h2-1280-e.html

- *Scenes from the Eastern Woodlands*
  http://www.nativetech.org/scenes/index.html

- *Government of Canada: Parliament Hill, Ottawa, Ontario, Canada*
  http://www.parliamenthill.gc.ca/text/home_e.html

- *National Capital Commission*
  http://www.capcan.ca/

- *CBC Archives*
  http://archives.cbc.ca/

Chapter Summaries

Chapter 1: The Contest and Departure

Objective

The student is introduced to the three children from India who will travel to Canada. This chapter describes the main characters that will appear in Modules 4, 5, and 6. The interests of the characters reflect the focus for the next three modules. For example, the experiences of Najah in Ottawa will focus on the Canadian past, including First Nations culture and Confederation.

Instructional Strategies

Discuss what your student knows about India. Ask the student to think of at least three similarities and three differences between India and Canada.

In the atlas, the student locates Mumbai (formerly called Bombay) in India and Ottawa, Toronto, and Winnipeg in Canada.

At the end of the chapter, the student creates a mosaic to illustrate the presence of many cultures in Canada. Read the list that the student created in question 8. Make suggestions to add to your student's list. Discuss the different cultures that can be found in your community and some of the special contributions that they make. In the future, when you notice local cultural events mentioned in the news, call your student's attention to them. Discuss how these special events enrich life in your community and in Canada.

In Assignment Booklet 4A, the student interprets weather charts and prepares an appropriate packing list for Canadian winter weather.

Chapter 2: Arrival in Canada

Objective

In this chapter the three students from India arrive in Canada. The student is introduced to Najah's host family. There is a brief discussion about the St. Lawrence River and the Great Lakes and their importance to Canadian exploration and trade. The student will study this in greater depth in later modules.

Instructional Strategies

To help the student become familiar with the geography of Ontario, some major features are placed on a map of Canada. Use an atlas to check the student's placement of Toronto, Ottawa, Winnipeg, and Hudson Bay for accuracy. Also be sure that the student has labelled the provinces, the Great Lakes, the Ottawa River, and the St. Lawrence River correctly. The student may wish to post this map in the learning area so that it can be referred to during the next three modules.

Najah travels with her host family to their home in Ottawa. A discussion about Canadian place names helps your student begin to understand historical influences of the French, British, and First Nations peoples on Canada.

Discuss the background of some local place names with your student. You may wish to use a map of your province to help your student find an example of a French name, an Aboriginal name, and a place named after a historical person.

After discussing local place names, the student is asked to choose three names from a list of Ontario and Manitoba place names. The student uses the Internet to find out the origin of the place names. The student may, alternatively, use a standard encyclopedia or other print reference book to find this information.

The reading level of resource material may be too difficult for your student. If necessary, help the student scan for keywords (such as the place name) and read the related information. Assist your student with the reading, if necessary.

Chapter 3: Exploring the Museum of Civilization

Objective

The main character interacts with her host family and visits the Canadian Museum of Civilization in Gatineau, Québec, to begin learning about Canadian history.

Instructional Strategies

The student learns that Gatineau is just across the river from Ottawa. If necessary, help the student locate Gatineau in the atlas or on a road map of Ontario.

After a brief description of Najah's tour of the First Peoples Hall in the museum, the student views some photographs of artifacts and names at least four of them. The student is also asked to tell how the artifacts may have been used.

Najah's tour through the Canada Hall is described briefly, and the student is asked to visit the website **http://www.civilization.ca** to go on a virtual tour of the museum. You may wish to view the tour with the student and discuss some of the artifacts, reconstructed buildings, and displays.

The two main groups of First Nations people in Ontario are introduced, and the student does a short activity to become familiar with these groups. Assist the student in pronouncing the names of the First Nations peoples, if necessary. In the next few chapters, your student will learn more details about the Haudenosaunee and Algonquin peoples.

Chapter 4: The Algonquin and the Haudenosaunee First Nations

Objective

Najah spends her first day at a Canadian school and learns more about the First Nations people who were already living in Canada before the Europeans came.

Instructional Strategies

The student examines some maps showing historical territories of several First Nations groups and completes some questions.

Chapter 5: A Cultural Attraction

Objective

Najah visits a cultural attraction in Ottawa that depicts information about First Nations lifestyles in the past.

Discuss with students how stereotypes of First Peoples cultures were common in the past. Stereotypes are rigid ideas about a particular ethnic, national, or cultural group. Stereotypes characterize all members of a group as being exactly the same. Stereotypes prevent people from seeing members of a group as individuals. Reinforce how there are many different First Peoples cultural groups.

Instructional Strategies

The student is asked to create an advertisement to tell the other students about one of the cultural attractions that Najah visits. Before the student begins this activity, view a variety of tourist-oriented advertisements in magazines, newspapers, or on Internet travel sites. You may wish to visit sites such as **http://www.ontariotravel.net/** or **http://www.ottawakiosk.com/**.

When the student is ready to create the advertisement, remind him or her to include a name for the attraction and an address. For example, the student may simply indicate that the First Nations attraction is on Victoria Island in Ottawa, Canada. The student should write about at least three highlights that can be seen at the attraction and draw or cut pictures from magazines that reflect some of these highlights. The student may find appropriate pictures on the Internet, print the pictures, cut them out, and place them on the advertisement. This project will be submitted to the teacher.

Chapter 6: Unique Cultures

Objective

In this chapter Najah visits a classmate who is of First Nations descent. Najah asks some questions of her classmate's grandmother, who tells her more about the history of the Mohawk.

Instructional Strategies

In the Going Further activities, the student is encouraged to do further research about the Haudenosaunee and Algonquin peoples. Check your local library for suitable books, videos, or other learning materials.

In Assignment Booklet 4A the student lists facts about either the Haudenosaunee people or the Algonquin people on a chart and discusses similarities and differences between the two groups. If the student has difficulty locating the pertinent facts, review how to look for keywords such as *transportation* or *homes* in the chapter or in additional reference material that you have gathered. Then remind the student to read the sentences before and after the keyword to look for facts. The student may use highlighters or coloured markers to locate facts in the Student Module Booklet. These facts can then be transferred to the chart in Assignment Booklet 4A.

Chapter 7: Stories and More

Objective

The student acknowledges that oral traditions and stories are valid sources of information about diverse First Nations history and culture.

Instructional Strategies

After reading a story, the student is asked to discuss the following questions with you or another student:

- Do you think that it is important for the stories of the First Nations to be shared?
- Why are these stories valuable?
- What do the stories tell about the way of life of the people?
- What do the stories tell about their beliefs?

Encourage the student to express an opinion about the stories and to use what has been learned about the First Nations to discuss the questions with you.

In Assignment Booklet 4A the student will be asked to give an opinion about the importance of preserving First Nations stories and language. The student must give reasons to support the position.

Chapter 8: Parliament Hill

Objective

In this chapter Najah visits Parliament Hill and learns about some important symbols of Canada. For example, the House of Commons, mace, and Speaker's chair are discussed in conversations between Najah and Mr. Gordon.

Instructional Strategies

After reading some historical information about the Canadian Parliament buildings, the student takes a virtual tour of Parliament Hill by visiting **http://www.parliamenthill.gc.ca/youthzone/text/zoneyouthhome-e.html**. The student is asked to discuss the following questions with you:

- What is your favourite part of the Parliament buildings?
- What part of Parliament Hill would you most like to see?
- Which statue do you like the best?
- Do you think the Peace Tower or the Library is more impressive from the outside?

Also answer any other questions your student may have about Canada's Parliament buildings.

A Going Further activity encourages the student to further visit the government website at **http://www.parliamenthill.gc.ca/zone/text/zoneyouthhome_e.html** to learn more about the history of Parliament Hill.

In Assignment Booklet 4A the student labels a photograph of the Parliament buildings and describes some of the important Canadian symbols that can be found in Ottawa.

ASSIGNMENT BOOKLET 4A

Grade 5 Social Studies
Module 4: Chapters 1–8

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

_____

_____

_____

_____

_____

_____

_____

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5

SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 4A

Module 4

Unravel the Making of Canada

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 1 Assignment	10	
Chapter 2 Assignment	12	
Chapter 5 Assignment	10	
Chapter 6 Assignment	14	
Chapter 7 Assignment	6	
Chapter 8 Assignment	15	
	67	

Teacher's Comments

Grade 5 Social Studies
Module 4: Unravel the Making of Canada
Assignment Booklet 4A

Cover Art: *compass, globe, and airplane* Image Club ArtRoom/ Getty Images *maple leaf* © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2007, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

ASSIGNMENT BOOKLET 4A
GRADE 5 SOCIAL STUDIES: MODULE 4
CHAPTER 1 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 67 marks out of the total 132 marks for the assignments in Module 4. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

Chapter 1 Assignment: The Contest and Departure

10

Use the information in the following charts to answer questions 1 to 6.

Ottawa	February	March
Maximum Daily Temperature (°C)	−3.9	2.1
Minimum Daily Temperature (°C)	−13.2	−7.0
Precipitation (mm)	51.6	32.1

Mumbai	February	March
Maximum Daily Temperature (°C)	30	32
Minimum Daily Temperature (°C)	21	25
Precipitation (mm)	2.5	2.5

(1) 1. Najah will land in Ottawa in early February. What kind of temperatures and how much precipitation can she expect?

_____

(1) 2. a. What is the maximum temperature in Ottawa during February? _____

(1) b. What is the maximum temperature in Ottawa during March? _____

(1) 3. a. What is the minimum temperature in Ottawa during February? _____

(1) b. What is the minimum temperature in Ottawa during March? _____

(1) 4. Think about the things that Najah will need for her trip to Canada. Make a list of the kinds of clothing she will need to bring.

_____ _____

_____ _____

_____ _____

(1) 5. a. What is the maximum temperature in Mumbai in February? _____

(1) b. What is the maximum temperature in Mumbai in March? _____

(1) 6. Why are the temperatures in Ottawa and Mumbai so different?

_____

_____

Turn to page 12 in the Module 4 Student Module Booklet.

(1) 7. Why is Canada sometimes described as a cultural mosaic?

_____

_____

_____

_____

Turn to Chapter 2 in the Module 4 Student Module Booklet.

(12)

Chapter 2 Assignment: Arrival In Canada

1. Refer to Chapter 2 in the Student Module Booklet to complete this question. Look at the following list of towns and cities in Ontario and Manitoba. Choose at least three names from the list.

- Brandon, Manitoba
- Kitchener, Ontario
- Mississauga, Ontario
- Portage la Prairie, Manitoba
- Toronto, Ontario
- Collingwood, Ontario
- London, Ontario
- Oshawa, Ontario
- Thompson, Manitoba
- Winnipeg, Manitoba

Explain whether the name comes from a First Nations, British, or French word. Describe the meaning of the name or the person that the city or town was named after.

Look for information on the Internet, in reference books or encyclopedias, or at your local library. Don't forget to record any new websites you visit in your Internet Journal. The following are websites you may find useful:

- **http://www.geonames.nrcan.gc.ca/education/index_e.php**
- **http://www.thecanadianencyclopedia.com**

(3) a. Place 1 is _____.

_____

_____

_____

(3) b. Place 2 is _____.

_____

_____

_____

(3) c. Place 3 is _____.

_____

_____

_____

(3) 2. List the Internet sites or books you used to find your information.

_____

_____

_____

Turn to Chapter 3 in the Module 4 Student Module Booklet.

10

Chapter 5 Assignment: A Cultural Attraction

In Chapter 3 Najah visited the Museum of Civilization, and in Chapter 5 she visited a First Nations attraction on Victoria Island in Ottawa. Choose one of these attractions to present in an advertisement. Use the information in the appropriate chapter to design your advertisement in the space below.

The advertisement should include a name and address for the attraction you selected, some hand-drawn or cut-out pictures, and some information about at least three hightlights of the attraction. Include a personal recommendation. You may begin the recommendation by saying, "I highly recommend this attraction because . . ."

Turn to Chapter 6 in the Module 4 Student Module Booklet.

14

Chapter 6 Assignment: Unique Cultures

You have learned about two groups of First Nations people—the Haudenosaunee and the Algonquin. Choose **one** group, and fill in the chart to tell about the lives of these people in the past. Use point form to write at least two facts about each topic. Look back to Chapters 4, 5, and 6 in the Student Module Booklet for the information.

10

1. I will tell about the _____.

Homes	
Transportation	
Food	
Clothes	
Beliefs	

2. Use what you have learned to answer the questions below. Use complete sentences.

(2) a. Describe at least two similarities between the Haudenosaunee and the Algonquin.

(2) b. Describe two differences between the ways of life of the Haudenosaunee and the Algonquin.

Turn to Chapter 7 in the Module 4 Student Module Booklet.

(6)

Chapter 7 Assignment: Stories and More

Do you think it is important to preserve the language and stories of the First Nations? Explain why or why not. Use complete sentences.

Turn to Chapter 8 in the Module 4 Student Module Booklet.

15

Chapter 8 Assignment: Parliament Hill

Help Najah label the postcard. You may need to go back to Chapter 8 or do some research for information if you do not recognize the buildings.

7

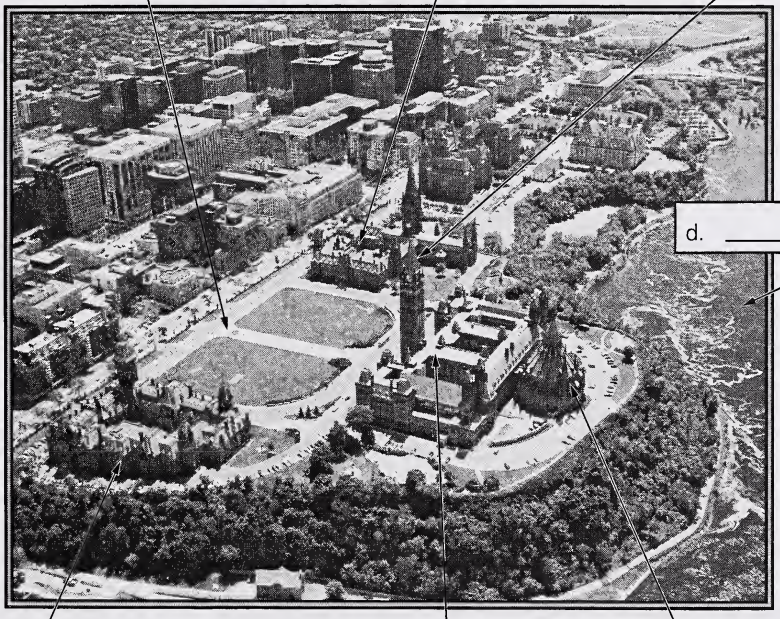
1. Label the Canadian Parliament buildings by writing the names of the following parts near the correct arrow.

- Centre Block
- West Block
- Peace Tower
- Centennial Flame
- East Block
- Library of Parliament
- Ottawa River

b. _____

a. _____

c. _____



d. _____

© 2007 JUPITERIMAGES CORPORATION

g. _____

f. _____

e. _____

Help Najah remember. Write the names of these famous buildings and items on Parliament Hill. Tell why each building or item is important. You may need to go back to Chapter 8 in the Student Module Booklet or research to find the information to help you recognize each item.

(2)

2. a.

© 2007 JUPITERIMAGES CORPORATION

(2)

b.

© VALERIE LOISELEUX/ISTOCKPHOTO

(2)

c.

© 2007 JUPITERIMAGES CORPORATION

(2)

d.

© 2007 JUPITERIMAGES CORPORATION

Turn to Chapter 9 in the Module 4 Student Module Booklet.

© 2007